



CHARTER SCHOOLS DIVISION

Los Angeles Unified School District

**DISTRICT AFFILIATED
CHARTER SCHOOL
RENEWAL PETITION APPLICATION
GUIDE
for
2024-2025**

May 31, 2024

Dear Charter School Renewal Team:

Thank you for your interest in continuing to operate a District affiliated charter school authorized by the Los Angeles Unified School District ("LAUSD" or "District"). As stated in our Board of Education's *LAUSD Policy and Procedures for Charter Schools*, "when the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools." ([LAUSD Policy and Procedures for Charter Schools](#))

The mission of the District's Charter Schools Division is:

The LAUSD Charter Schools Division fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

In order to achieve our mission, we are guided and energized by our evolving core values:

We believe that our success depends on:

- ❖ *Making decisions that put the interests of students first.*
- ❖ *Serving with high expectations, integrity, professionalism, and commitment.*
- ❖ *Employing authentic, responsive, and effective leadership and teamwork.*
- ❖ *Continuously learning as a dynamic organization.*
- ❖ *Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.*
- ❖ *Developing productive relationships with our charter schools and all stakeholders.*

An approved charter is the foundational document that directs and guides a charter school's operations and embodies the charter school's commitment to the public to provide a high-quality educational opportunity to the community it serves. A charter school approaching the end of its current charter term must have demonstrated that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act.

This renewal petition application guide is designed to provide you with clear information and guidelines as you develop and prepare your renewal petition and supporting documentation ("renewal petition application"). It provides specific information regarding the LAUSD charter school renewal petition application requirements and an outline of what the District considers to be a "reasonably comprehensive" petition. Please make sure to review the *LAUSD Policy and Procedures for Charter Schools* and explore all of the other resources available on our website that may help you ensure that your application presents the highest quality charter school renewal petition application possible.

Again, thank you for your hard work in service to students and families. Please do not hesitate to contact the Charter Schools Division at (213) 241-0399 if you have any questions about the renewal petition application process.

Sincerely,

José Cole-Gutiérrez
Director, Charter Schools Division

INTRODUCTION

The LAUSD Charter Schools Division (CSD) has prepared this District affiliated charter school renewal petition application guide in order to assist petitioner teams in gaining a clear understanding of the required components of a renewal petition application that satisfies the statutory requirements, i.e., a petition that can be deemed to be educationally sound, reasonably comprehensive, and likely to be successfully implemented. We encourage petitioner teams to review CSD guidance, the *LAUSD Policy and Procedures for Charter Schools* (“Policy”), and applicable legal requirements both prior to and during the development of their renewal petition applications. Petitioner teams should also use it to review the renewal petition application before making an intake appointment with the CSD. This guide serves as a supplemental tool to the Policy.

Please note: This renewal petition application guide applies specifically to District affiliated charter school renewal petition applications. If you are interested in applying to renew an existing independent charter school, to request material revision of an existing charter, or to open and operate a new independent or District affiliated charter school, please see the other resources available on the CSD website (<https://www.lausd.org/charter>) that provide guidance specific to those purposes.

IMPORTANT NOTE REGARDING MATERIAL REVISION DURING THE RENEWAL YEAR: In preparing a renewal petition application, most charter schools make proposed changes to their charters to reflect current practices and updated legal requirements. If the petitioner teams desire to make proposed changes to the charter, and so long as those proposed changes are deemed non-material, they can be incorporated into the renewal petition application.

- As set forth in the Policy, LAUSD considers the following to be among, but not limited to, those changes constituting a material revision (i.e., changes requiring LAUSD board approval): Expansion to one or more additional sites (requires Community Impact Assessment if outside the community) ¹
- Change in location/address outside the community (requires Community Impact Assessment) ²
- Addition or reduction of grades or grade levels served (expansion of additional grade levels requires a Community Impact Assessment)
- Increased enrollment:
 - For schools occupying LAUSD facilities, an increase above the enrollment

¹ Refer to the *Independent Charter Schools New Petition Application Guide* for additional information regarding Community Impact Assessment requirements.

² The identified geographical area will be based on the LAUSD Community of Schools (a group of schools from Pre-K through 12th grade as identified by the District that is centered around a neighborhood, working to support students, school, and families in the community and/or school feeder patterns. Constructs such as school feeder patterns, Zones of Choice, and/or other operative District terms may be considered, as programmatic updates occur and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed move). Any change in location or request for additional sites must be supported by documentation that the proposed location complies with all applicable building and safety requirements. Please also see the Policy, page 21.

which could impact the usage of the site.

- Changes to admission preferences or procedures³
- Changes to the instructional and/or education model or design, other than changes required by law, including changes, or adding a nonclassroom-based program.

Any charter school that plans to seek material revision of its charter must submit a request for material revision to the CSD, **separate and apart from the renewal petition application**. To facilitate the processing of both requests for possible consideration at the same Board meeting, as permitted by Education Code sections 47605 and 47607, the CSD will collect the renewal and material revision applications at the same time during the intake appointment for the renewal petition application. The renewal petition application and the request for material revision will be reviewed and recommended for Board action (two distinct proposed actions, respectively) at the same Board meeting to the extent possible.

A charter school that is considering revisions to its approved charter concurrent with the renewal should contact the assigned CSD administrator in advance of submitting a renewal petition. The CSD administrator will work with the charter school to ascertain whether the proposed change amounts to a “material revision” that would require the petitioner team to submit a material revision request in addition to the renewal petition application. Please see the Policy and other resources available on the CSD website for additional information regarding the material revision process.

³ Requires the LAUSD Board to approve at a public hearing (Ed. Code, §47605(e)(2)(B)(i).)

RENEWAL

The criteria for renewal establish transparent expectations for charter school performance that apply to charter schools both during the renewal review process and throughout the term of the charter. The CSD will holistically evaluate charter schools pursuant to the Charter Schools Act through the lens of the criteria for renewal over the term of the charter and through the CSD's processes for ongoing oversight. A charter school should also conduct its own assessment on an ongoing basis to monitor performance and make improvements. The CSD communicates with each charter school regarding its progress towards renewal and concerns that the charter school should address prior to renewal. Overall, a charter school approaching renewal should have a clear understanding of its status regarding renewal eligibility. Please refer to the Policy for additional information which includes resources for petitioners, renewal application and timelines, criteria for renewal and grounds for nonrenewal.

Resources for Petitioners

Petitioners should review all applicable legal requirements, the resources for petitioners on the CSD website, the Affiliated Charter School Renewal Petition Application Intake Checklist, and the Federal, State, and District Required Language (FSDRL) to gain a clear understanding of what is expected to be included in the renewal petition application material.

Board Benchmarks

From time to time, in the event that District staff has determined that a charter school merits an approval recommendation but nonetheless has demonstrated inadequate performance in one or more key areas, staff's recommendation of approval on the renewal petition may include proposed Board benchmarks. Such proposed benchmarks typically require action by the charter school during the term of the charter to address those benchmarks. The CSD will also monitor and periodically report to the Board of Education regarding the charter school's progress towards meeting the Board benchmarks during the term of the charter. If a charter school has a current benchmark(s), it will be reviewed as part of the renewal process.

Renewal Petition Application Review Process



For a comprehensive description of the renewal petition application review process, including information regarding timelines, roles, and the steps of the process, please see the *LAUSD Policy and Procedures for Charter Schools* available on the CSD website.

Notification and Intake Appointment

When the District affiliated charter school, in consultation with Region staff, deems that it is ready to submit its renewal petition application, notify the CSD administrator assigned to the school and provide complete contact information regarding the lead petitioner(s) designated by the school's local governing council. A CSD team member will contact the lead petitioner to schedule a petition intake appointment.

Lead Petitioner Designation: The CSD encourages District affiliated charter schools to designate two lead petitioners, one of whom must be the school principal. Designation of a second lead petitioner will ensure that the school is able at all times to engage fully in the renewal petition review process.

CONTENT AND FORMAT OF PETITION APPLICATION

This section provides guidance and information regarding both the content and format of the documents that should be submitted as part of an LAUSD renewal petition application.

GENERAL INFORMATION

FLASH DRIVE

The petitioner team is encouraged to bring and be ready to submit a flash drive containing digital versions of the documents to be submitted. **A digital folder should be created named “Renewal Petition” plus the date of submission.** Within the digital folder, documents to be submitted should be organized in subfolders. The digital folder should include the following items:

1. Cover Page that includes the full and accurate name of the charter school and the date of submission
2. Digital Subfolders that correspond to the names and order of the numbered items (#1 - #5) on the “Affiliated Charter School Renewal Petition Application Intake Checklist”
3. Application Documents that are in final format (i.e., without tracked changes or highlighting), in a readable font, and organized in accordance with the numbered digital subfolders

PETITION APPLICATION SIZE

The total size of the renewal petition application should not exceed 3 MB. (In particular, please minimize the number of graphics and consider eliminating photographs, which are the two primary elements that result in large files.) The CSD must be able to send the application documents via electronic mail (email) to various District staff for their review.

CURRENT AND ACCURATE INFORMATION AND DOCUMENTS

As a matter of course, charter schools continue to evolve during the terms of their charters. The renewal petition application should reflect this change and evolution. Therefore, please ensure that all documents, data, research, and other information provided in the petition application are current and accurate versions and representations. Provide standard citation format to all external sources of research, information, websites, and data presented in the application documents. Be sure to adhere to all copyright requirements. All renewal petition applications should include current documentation, including the most recent data available. Please also see the note above regarding material revision.

CONSISTENCY WITH FEDERAL, STATE, AND DISTRICT REQUIRED LANGUAGE

The renewal petition and any supporting documents are expected to be consistent with

and not duplicative of the most current approved and posted “Federal, State and District Required Language” (FSDRL). See the FSDRL highlighted in gray within the “Affiliated Renewal Petition Template” available on the CSD website. Also ensure that all documents are internally consistent and consistent with each other.

SPECIFIC PETITION APPLICATION DOCUMENTS

NOTE: In addition to the guidance provided below, please refer to the “Affiliated Charter School Renewal Petition Application Intake Checklist” to guide preparation of a renewal petition application.

FOLDER 1: CHARTER SCHOOL RENEWAL PETITION (ELEMENTS 1-15)

General Format Requirements

- ❖ Use of Template/MS Word Format: The “Affiliated Renewal Petition Template” provided by the CSD is the expected document to be used for the petition and must remain in MS Word in its original font.
- ❖ Page Breaks Between Elements: Insert page breaks before the start of each Element of the petition.
- ❖ Documents/Files: Should be unlocked to allow for adding comments.
- ❖ Federal, State and District Required Language: Leave intact all FSDRL which is highlighted in gray, throughout the petition document.

NOTE: The template is presented as an unlocked MS Word document. CSD staff will be using other standard methods (e.g., the MS Word compare function) to help ensure that the FSDRL and other fixed petition elements remain unchanged throughout the petition process.

General Content Requirements

A petition presents a “sound educational program” and provides a “reasonably comprehensive” description of the fifteen (15) required elements. It should be clear, coherent, and internally cohesive and consistent.

- ❖ Template with FSDRL: The petition should be prepared using the template for District affiliated charter school renewal petitions. The petition template pre-populates the petition document with the requisite title page, table of contents, element headings, and subheadings within the elements, as well as the FSDRL, which is highlighted in gray. **All of these prepopulated provisions**

should remain intact as presented in the template.

- ❖ **School-Specific Provisions:** The petition template highlights in yellow all of the sections in which the school is expected to insert school-specific petition provisions. These sections are located in Elements 1, 2, 3, 4, 8, and 14. **Please do not change the order, delete any section, or insert any additional sections into the petition, unless specifically directed (e.g., instructions for constructing complete LCFF table).** Please do not provide a separate introduction in the petition; the school is expected to provide an examination of its record of performance within the “Community Need” section of Element 1.
- ❖ Review and ensure that your petition (Elements 1-15) addresses the statutory requirements of each element as set forth in Education Code § 47605(b)(5).
- ❖ **Federal, State and District Required Language:** Use the current Affiliated Renewal Petition Template, including the **current** FSDRL. **It is expected that the other provisions of the petition do not duplicate or conflict with the provisions of the FSDRL.**
- ❖ **Appendices:** It is recommended that the petition does not include any appendices.

The Fifteen Charter Elements

Element 1: The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

A “reasonably comprehensive” petition should include, in addition to the FSDRL, the following:

General Information

1. At the beginning of Element 1, template includes the table below. Ensure that all information is provided.

• The name and title of the contact person for Charter School is:	
• The contact address for Charter School is:	
• The contact phone number for Charter School is:	
• Charter School is located in LAUSD Board District:	
• Charter School is located in LAUSD Region:	
• The grade configuration of Charter School is:	
• The number of students in the first year of this charter term will be:	
• The grade level(s) of the students in the first year will be:	
• Charter School’s scheduled first day of instruction in 2025-2026 is:	
• The current operational capacity of Charter School is:	
NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	
• The bell schedule (e.g., daily hours) for Charter School will be:	

<ul style="list-style-type: none"> • The term of this Charter: ⁴ 	July 1, 2025-June 30, 2030
<ul style="list-style-type: none"> • If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved (ensure term consistency throughout the document e.g., LCFF, etc.): 	July 1, 2025-June 30, 2027

Community Need for District Affiliated Charter School

2. Examine the charter school's performance over the current charter term. Describe and discuss how, based on its specific record of performance, the charter school has and will continue to meet the needs of the community it serves.

Address:

- Academic performance data and other absolute and comparative performance indicators, including both schoolwide and student group academic achievement and growth data and other performance indicators
- Success of the key and/or innovative features of the educational program
- Success of the charter school's educational program in meeting the specific needs of its student population, including but not limited to students in numerically significant student groups
- Areas of challenge that the school has experienced and how the school has improved and/or plans to improve in such areas

Student Population To Be Served

3. Identify and describe the charter school's target student population.

Address:

- Grade levels to be served
- Specific student educational interests, backgrounds, or challenges
- Other relevant characteristics of the targeted student population

Goals and Philosophy

4. Provide clear, concise school vision and mission statements that match the needs of the targeted student population and align with the educational program.
5. Define and briefly describe the characteristics of an "educated person" in the 21st century.

Address:

- College and career-readiness
- Use of technology

⁴ Charter schools satisfying the high performing renewal criteria may be renewed for a term of 5 to 7 years. (Ed. Code, § 47607(c)(2)(E).) The determination of whether a high performing charter school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors related to the charter school's operation and performance during the term of the charter. This determination will be made after submission and review from the Charter Schools Division and may necessitate petition revision to ensure alignment with the charter term.

6. Describe briefly how learning best occurs. Include discussion of current learning theories/concepts and how they align to the needs of the target student population.
7. Describe briefly how the charter school's goals will enable students to become and remain self-motivated, competent, and lifelong learners.
8. Address the requirements of Ed. Code § 47605(c)(5)(A)(ii), including:
 - Description of the charter school's annual goals, for all pupils (i.e., schoolwide) and for each student group of pupils identified pursuant to Ed. Code § 52052, for each of the eight (8) state priorities identified in Ed. Code § 52060(d) by the California Local Control Funding Formula (LCFF) legislation enacted in 2013, as it may be amended from time to time, and any identified local priorities. See the "LCFF State and Local Priorities" template provided below. This partial template provides the layout for one goal; repeat the same template layout for each goal to create a complete LCFF table. See notes below.
 - Description of the specific annual actions the school will take to achieve each of the identified annual goals. See template below.

NOTE: Some of the eight (8) state priorities encompass multiple components. Each component that applies to the grade levels to be served must be addressed. To fulfill this requirement, the petition may provide broad goals that encompass several state priorities, or it may set forth individual goals that address each component of the state priorities separately. See the CSD website to review a partial sample of the LCFF table template: <https://www.lausd.org/site/Default.aspx?PageID=1824>
CDE (California Department of Education) LCFF information can be found here: <https://www.cde.ca.gov/fg/aa/lc/>

NOTE: The LCFF table provided below incorporates measurable outcomes and performance targets, which are components of Element 2 of a charter school petition. A completed LCFF table provided in Element 1 of the petition template will meet the LCFF measurable outcomes requirements for Element 2 and can be incorporated therein by reference to the completed table in Element 1. Please note that **the petition must provide specific outcomes and targets for each of the specific metrics set forth in Education Code § 52060(d) that are applicable to the grade levels served by the school.** Please see also the section below regarding the requirements of Element 2.

NOTE: The LCFF table template provides a separate row for school-wide performance targets as well as a row for each potentially relevant student group and numerically significant student group; the table template should be tailored as appropriate to the charter school's specific goals and the student population to be served by the school. **(For any student groups that are not numerically significant for the charter school, insert an**

“*” in the chart, and define the * as, “student group not numerically significant at this time”).

NOTE: The LCFF provisions in the charter petition must reflect and be consistent with the charter school’s current approved annual Local Control and Accountability Plan (LCAP) and annual update prepared under the supervision of the school’s Region and submitted for approval to the LAUSD Board of Education, pursuant to the requirements of Ed. Code section 47606.5 as it is amended from time to time.

NOTE: The charter petition may also identify local school priorities (in addition to the eight state priorities), the goals for the school priorities, and the specific annual actions to achieve those goals. (Ed. Code § 47605(c)(5)(A)(ii).) Provide a narrative description of each local priority, if any, above the LCFF table.

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)						
GOAL #1						
						Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
						Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal						
Expected Annual Measurable Outcomes						
Outcome #1:						
Metric/Method for Measuring:						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)						
English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						

Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #2:

Metric/Method for Measuring:

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)						
English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3:

Metric/Method for Measuring:

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)						
English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						

Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Instructional Design

9. Describe the educational program's overall curricular and instructional design, including how the school will structure and staff the educational program. Discuss briefly the current key educational theories and research that support and inform the general design of the educational program and confirm its educational soundness.
10. Describe the innovative components of the educational program.
11. Describe the key features of the educational program.

Curriculum and Instruction

12. Describe the charter school's curriculum. (California State Standards (CA CCSS) or other state content standards within the petition they may be incorporated by citation/reference.) Identify and describe:
 - Key features and components of the charter school's educational program by subject area, including, but not limited to, the following subject areas:
 - ❖ English Language Arts
 - ❖ English Language Development/English as a Second Language
 - ❖ Mathematics
 - ❖ History-Social Science
 - ❖ Science
 - ❖ Visual and Performing Arts
 - ❖ Health and Physical Education
 - ❖ World Languages (grades 7-12)
 - ❖ Electives and other courses/areas of study required for graduation/A-G requirements (secondary schools)
 - Intervention and enrichment programs;
 - Curricular and instructional materials (e.g., textbooks and computer-based resources, to be used in each subject area/course/program/grade level/grade span, as appropriate).

13. For span and secondary schools: Provide a comprehensive course list or table that shows all course offerings for all grades to be served. For high schools: Identify which courses will meet A-G and graduation requirements. See the partial sample template below:

Subject Area	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.
English Language Arts	English 9A (A-G & HS Grad)							
Mathematics								
History- Social Science								

NOTE: Please include brief course descriptions and only course descriptions that are not from an external copyrighted source.

14. Describe the instructional methods and strategies that the charter school will use to deliver the curriculum.
15. Explain how the charter school's instructional methodologies and curriculum, including instructional materials, will support implementation and ensure student mastery of the California content and performance standards, including but not limited to the Common Core State Standards, the Next Generation Science Standards (NGSS), and the current English Language Development standards. (The standards within the petition may be incorporated by citation/reference.)
16. Describe how the instructional program will provide and support student development of technology-related skills and student use of technology. Explain how the school will ensure that students will be prepared to take computer-based state standardized assessments.

For high schools (items 17-20):

17. Explain how the charter school program and course schedule will enable all students to meet the District graduation requirements and A-G requirements and the CDE's College/Career Indicator within four years.
18. Additionally address:
- How the charter school will ensure it provides sufficient credit recovery opportunities and support;

- How the charter school will ensure that transfer students can meet graduation and college entrance requirements;

19. Describe how the charter school will inform parents, including parents with limited English, about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements⁵. Describe how and when the school will inform parents in the event that the charter school's course offerings might preclude a student from meeting graduation and/or college entrance requirements if he or she transfers into or out of the school. (A 4 X 4 Block schedule will require additional clarifying language about transferability for stakeholders.)

Transitional Kindergarten

20. For elementary schools: Include a description of the charter school's Transitional Kindergarten program.

Academic Calendar and Schedules

21. Provide an academic calendar for the first year of the new charter term that specifically identifies all instructional days, and indicates whether they are regular, early dismissal/shortened, or minimum schedule days. The calendar also must show holidays and breaks. Academic calendar must be consistent with all applicable collective bargaining agreements or submit waiver approval.
22. Provide a comprehensive set of sample daily schedules (regular, early dismissal, minimum day) for each grade level to be served. (If more than one grade level will share an identical schedule, e.g., 1st and 2nd grade, the samples may be consolidated.) Each schedule must show both the subjects to be taught including designated and integrated English Language Development (ELD), during the various periods of the day as well as subtotals and totals of daily instructional minutes. If the charter school's instructional design or model uses block scheduling, include multiple days of schedules as necessary to show the complete block model.
23. Complete and include the MS Excel "Instructional Days and Minutes Calculator" table (image below and provided as a fillable table in a separate document on the CSD website).

⁵ If a charter school will serve high school students, the Education Code requires a charter school petition to include, "[i]f the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." (Ed. Code § 47605(c)(5)(A)(iii).)

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

24. If applicable, address the Early College and Middle College High Schools attendance requirements of Education Code section 46146.5.

NOTE: Ensure that all petition provisions related to instructional days, calendars and schedules, including the instructional minutes calculator, are internally consistent and accurately represent the described program.

WASC Accreditation

25. For High Schools: Describe the charter school's plan and timeline for obtaining and/or maintaining Western Association of Schools and Colleges (WASC) accreditation.

Professional Development

26. Describe how the charter school will provide ongoing professional development to ensure that teachers have the capacity to deliver the educational program. Include a professional development plan, specifying a list of topics, for the first year of the new charter term.

Meeting the Needs of All Students

English Learners

27. Describe how the charter school's educational program will meet the needs of English Learner (EL) students in accordance with LAUSD's Master Plan for English Learners and Standard English Learners. Address:

- Educational program(s) for English language acquisition, including how, where, and by whom the EL program components will be provided, and how the program(s) will ensure that students make adequate progress toward mastery of the ELD standards;
- How the charter school will use the results of the ELPAC to support and accelerate student progress towards English language proficiency;

- How the charter school will provide ELs at all English language proficiency levels with meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of the English Language Arts/English Language Development Framework;
- Process for annual evaluation of the charter school's EL program(s);
- Process for monitoring progress of ELs and Reclassified to Fluent English Proficient (RFEP) students;
- Process for monitoring progress and effectiveness of supports for Long Term English Learners (LTELs) and for students "At-Risk" of becoming LTELs.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

28. Describe how the charter school will meet the needs of gifted and talented students and students achieving above grade level. Address:

- How the school will determine and meet the educational needs of gifted and talented students and students achieving above grade level, including how, where, and by whom the relevant instructional program components, services and/or supports will be provided;
- How and by whom the charter school will monitor the progress of gifted and talented students and students achieving above grade level.

Students Achieving Below Grade Level

29. Describe how the charter school will meet the needs of students achieving below grade level. Address:

- How the charter school will identify students in this group;
- How the charter school will identify and meet the educational needs of students achieving below grade level, including how, where, and by whom the relevant instructional program components, services and/or supports will be provided;
- How and by whom the charter school will monitor the progress of students achieving below grade level.

Socioeconomically Disadvantaged

30. Describe how the charter school will meet the needs of socioeconomically disadvantaged students separate and apart from the needs of low achieving students. Do not address low achievement, Achieving Below Grade Level, in this section. Address:

- How the charter school will identify students in this group;
- How the charter school will identify and meet the unique needs of students in this group, including how, where, and by whom the relevant services, supports, and/or enrichment opportunities, will be provided;
- How and by whom the charter school will monitor the progress of students in this group.

Students with Disabilities

NOTE: The FSDRL contains provisions necessary to address matters related to students with disabilities including special education and other federal requirements. No additional narrative is needed for this section.

Students in Other Student Groups

31. For Foster Youth, students experiencing homelessness, and any other student group relevant to the targeted student population, describe how the charter school will meet the needs of students in the student group. (Foster Youth and students experiencing homelessness must be addressed.)

Address:

- How the charter school will identify students in the student group;
- How the charter school will identify and meet the needs of students in the student group, including how, where, and by whom the relevant services, supports and/or opportunities will be provided;
- How and by whom the charter school will monitor the progress of students in this student group.

For Charter Schools Identified as “High Performing” by the CDE

32. Describe the manner in which the school will share promising practices of the charter school with other traditional and charter public schools serving similar grade levels.

“A Typical Day”

33. Provide a brief narrative describing “a typical day” at the charter school. Describe what a visitor to the charter school should expect to see and hear when the charter school’s vision is being fully implemented. Ensure that the typical day reflects the instructional design/model, key and/or innovative features, and integral instructional strategies of the educational program.

Element 2: Measurable Pupil Outcomes and

Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for pupil subgroups served by the charter school, as that term is defined in Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C)).)

NOTE: Elements 2 and 3 are combined into one section in order to support petition clarity, coherence, and consistency. Address in this unified section both summative assessment (including state standardized assessments) and formative assessment. See below.

NOTE: The FSDRL includes a specific assurance that the charter school must “meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.” (Ed. Code § 47605(d)(1)). In addition, the FSDRL for this Element includes the following provision: “Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(dd) (1), 60605.” All provisions of this Element, as well as all other Elements, must be consistent with the FSDRL.

A “reasonably comprehensive” petition should include, in addition to the FSDRL, the following:

Measurable Goals of the Educational Program

1. Describe the measurable goals and objectives of the charter school’s educational program. Include:
 - The charter school’s annual goals, for all pupils (i.e., schoolwide) and for each of the pupil student groups identified pursuant to Ed. Code § 52052, for each of the eight (8) state priorities identified in Ed. Code § 52060(d).

NOTE: These goals are the same as those described in Element 1 in accordance with Ed. Code § 47605(c)(5)(A)(ii). **A completed “LCFF State Priorities” table provided in Element 1 of a petition will meet this requirement and can be incorporated herein by reference.**

- The charter school’s unique educational goals or objectives, including description of the knowledge, skills, and aptitudes to be measured. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but rather can be incorporated by reference to the table.**

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to Eight State Priorities

2. In chart or table format, identify and describe specific performance targets (pupil outcomes), for all pupils (i.e., schoolwide) and for each pupil student groups identified pursuant to Ed. Code § 52052, that align with the eight (8) state priorities identified in Ed. Code § 52060(d). **Please be sure to incorporate all of the**

specific metrics set forth in Education Code section 52060(d) that are applicable to the grade levels served by the school. A completed LCFF table provided in Element 1 meets this requirement and can be incorporated herein by reference.

NOTE: Some of the eight (8) state priorities include multiple components. Each component that applies to the grade levels to be served must be addressed.

3. For charter schools that primarily serve grades that do not participate in CAASPP (California Assessment of Student Performance and Progress) (SBA) (e.g., a K-2 school), include the charter school's annual measurable goals using a standardized assessment for each grade not participating in CAASPP (SBA) and the charter school's plan for assessing student academic growth and achievement of the standards and measurable goals for the grade level. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but rather can be incorporated herein by reference to the table.**

Other Performance Targets

4. In chart or table format, for all other measurable goals, including goals for any key features in the program, identify each goal, the annual assessment tool(s) or other means to be used to measure levels of performance regarding the goal, and specific annual performance target(s) or outcomes. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but rather can be incorporated herein by reference to the table.**

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

5. Describe how the charter school will monitor and measure student progress toward mastery of state standards and the other goals identified above. Address:
 - Internal Assessments: Identify specific assessment tools (e.g., periodic assessments and screening and diagnostic tools), including how they are appropriate and sufficient to measure progress towards the specific goals targeted;
 - Frequency of assessment;
 - Performance expectations.

Note: Please refer to information on the CDE website related to "verified data."

Data Analysis and Reporting

6. Outline the charter school's plan for collecting, analyzing, using, and reporting academic performance and other data.
Address:
 - The type(s) of data the school will use (consistent with legal and CDE requirements);
 - The role and use of data to inform curriculum, instruction, tiered intervention,

- and enrichment;
- The role and use of data to monitor and improve the charter school's educational program and operations by the staff, school site leadership, executive leadership, and governing councils;
- The role and use of data to inform stakeholders of school performance.

Element 4: Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

NOTE: The purpose of Element 4 is to provide reasonably comprehensive description of the charter school's governance structure and practices, and its methods to ensure stakeholder involvement. For District affiliated charter schools, it is important to recognize that, by their nature and the terms of their charters, they are subject to the governance and control of the LAUSD Board of Education. Like all District schools, an affiliated charter school's governance at the school site level must comply with all applicable state and federal laws and regulations, District policies related to school site governance, and the provisions of LAUSD collective bargaining agreements (CBAs).

In order to streamline the petition preparation and review processes and otherwise ensure that school site governance complies with the relevant legal, policy, and CBA requirements, the CSD has carefully designed the FSDRL for affiliated charter petitions to provide most of the necessary content for Element 4. As a result, affiliated charter schools only need to provide school-specific descriptions related to stakeholder involvement, per the guidance below. The FSDRL provides the rest.

This approach not only ensures the requisite compliance but also preserves the ability of the affiliated charter school, like other District schools, to seek and obtain waivers as permitted by District policy and the UTLA-District CBA.

Accordingly, a “reasonably comprehensive” petition should include, in addition to the FSDRL, the following:

Stakeholder Involvement

1. Describe the charter school's stakeholder involvement plan and process. Address:
 - The process by which the school will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update;
 - The process by which the charter school will consult with parents and teachers regarding the charter school's educational program;
 - How the charter school will use its website to support stakeholder involvement.

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

A “reasonably comprehensive” petition should include the FSDRL.

Element 6: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

A “reasonably comprehensive” petition should include the FSDRL.

Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G)).)

A “reasonably comprehensive” petition should include the FSDRL.

Element 8: Admission Policies and Procedures

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

A “reasonably comprehensive” petition should include, in addition to the FSDRL, the following:

Student Recruitment

1. Describe how the charter school will recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities.

Lottery Procedures

2. In each highlighted section, insert the response that describes the process the charter school will use for conducting its annual random lottery.

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

A “reasonably comprehensive” petition should include the FSDRL.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)” (Ed. Code § 47605(c)(5)(J).)

A “reasonably comprehensive” petition should include the FSDRL.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools [sic] will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

A “reasonably comprehensive” petition should include the FSDRL.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

A “reasonably comprehensive” petition should include the FSDRL.

Element 13: Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

A “reasonably comprehensive” petition should include the FSDRL.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

A “reasonably comprehensive” petition should include, in addition to the FSDRL, the following:

1. Provide the specific address for written notifications to the school pursuant to the procedures set forth in the FSDRL for this Element. Please use the following format:

[Name of Affiliated Charter School]
c/o School Principal
[Full Address]

Element 15: Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

A “reasonably comprehensive” petition should include the FSDRL.

FOLDER 2: CERTIFICATION OF COMPLETENESS (original or digital signature(s))

FOLDER 3: GOVERNANCE COUNCIL RESOLUTION

- ❖ The charter school’s local school governance council resolution documenting the school’s decision to submit the charter school renewal petition application and identifying the person(s) designated to serve as lead petitioner(s).⁶ The resolution should be current, i.e., the resolution must have been adopted by the school’s current local school governance council. The submitted document may be a copy of the original document.

⁶ If the local school governance council selects more than 1 lead petitioner, one (1) must be the principal.

- ❖ Ensure that the document includes the duly executed signature of the governing council secretary or other authorized person.

FOLDER 4: CAPACITY ASSESSMENT REVIEW

- ❖ Ensure that the Electronic Capacity Assessment Review (E-CAR), not the E-Cast, is current. (i.e., produced as a result of the current year's "Roadshow") and is the final signed document. The submitted document may be a copy of the original E-CAR.

FOLDER 5: WAIVERS

- ❖ The charter school must submit copies of all executed waivers, including but not limited to UTLA-District CBA waivers.

NOTE: Waivers are required to be submitted only as supporting documentation and are not considered as part of the renewal petition. See the "Affiliated Charter School Renewal Petition Application Intake Checklist".

LOTTERY FORM (Do not include)

Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net).